

AGENDA

Children's Services Scrutiny Committee

Date: **Friday 22 October 2010**

Time: **9.30 am**

Place: **The Council Chamber, Brockington, 35 Hafod Road,
Hereford**

Notes: Please note the **time, date** and **venue** of the meeting.

For any further information please contact:

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Agenda for the Meeting of the Children's Services Scrutiny Committee

Membership

Chairman	Councillor WLS Bowen	
Vice-Chairman	Councillor ME Cooper	
	Councillor AW Johnson	
	Councillor Brig P Jones CBE	
	Councillor G Lucas	
	Councillor JE Pemberton	
	Councillor SJ Robertson	
	Councillor RV Stockton	
	Councillor AM Toon	
	Councillor WJ Walling	
	Councillor JD Woodward	
	Mr PF Burbidge	Roman Catholic Church
	Mr P Sell	Church of England
	Mr T Plumer	Primary School Parent Governors
	Mr P Hayden	The Alliance
Non Voting	Mrs S Catlow-Hawkins	Secondary School Headteachers
	Mrs OR Evans	Special School Headteachers
	Mr M Harrisson	Teacher Representative
	Mr C Mutton	Primary School Headteachers

GUIDANCE ON DECLARING PERSONAL AND PREJUDICIAL INTERESTS AT MEETINGS

The Council's Members' Code of Conduct requires Councillors to declare against an Agenda item(s) the nature of an interest and whether the interest is personal or prejudicial. Councillors have to decide first whether or not they have a personal interest in the matter under discussion. They will then have to decide whether that personal interest is also prejudicial.

A personal interest is an interest that affects the Councillor more than most other people in the area. People in the area include those who live, work or have property in the area of the Council. Councillors will also have a personal interest if their partner, relative or a close friend, or an organisation that they or the member works for, is affected more than other people in the area. If they do have a personal interest, they must declare it but can stay and take part and vote in the meeting.

Whether an interest is prejudicial is a matter of judgement for each Councillor. What Councillors have to do is ask themselves whether a member of the public – if he or she knew all the facts – would think that the Councillor's interest was so important that their decision would be affected by it. If a Councillor has a prejudicial interest then they must declare what that interest is. A Councillor who has declared a prejudicial interest at a meeting may nevertheless be able to address that meeting, but only in circumstances where an ordinary member of the public would be also allowed to speak. In such circumstances, the Councillor concerned will have the same opportunity to address the meeting and on the same terms. However, a Councillor exercising their ability to speak in these circumstances must leave the meeting immediately after they have spoken.

AGENDA

	Pages
1. APOLOGIES FOR ABSENCE To receive apologies for absence.	
2. NAMED SUBSTITUTES To receive details of Members nominated to attend the meeting in place of a Member of the Committee.	
3. DECLARATIONS OF INTEREST To receive any declarations of interest by Members in respect of items on the agenda.	
4. SUGGESTIONS FROM MEMBERS OF THE PUBLIC ON ISSUES FOR FUTURE SCRUTINY To consider suggestions from members of the public on issues the Committee could scrutinise in the future.	
5. SUSTAINABLE SCHOOL PROVISION FOR THE 21ST CENTURY To receive an update on progress.	1 - 4
6. PERFORMANCE DIGEST - QUARTER 1 2010-2011 To present the Performance Digest for Children's Services for Quarter 1 of 2010-2011 and to highlight key performance issues.	5 - 12
7. STANDARDS IN THE EARLY YEARS FOUNDATION STAGE To provide the Scrutiny Committee with an overview of the standards in the Early Years Foundation Stage in Herefordshire in 2010	13 - 18
8. STANDARDS IN THE PRIMARY PHASE. To provide the Scrutiny Committee with an overview of the standards in the Primary phase in Herefordshire in 2010.	19 - 30
9. DIRECTORATE REORGANISATION - UPDATE To receive on update on the reorganisation of the Children and Young People's Directorate.	
10. COMMITTEE WORK PROGRAMME To consider the Committee's work programme.	31 - 34

PUBLIC INFORMATION

HEREFORDSHIRE COUNCIL'S SCRUTINY COMMITTEES

The Council has established Scrutiny Committees for Adult Social Care and Strategic Housing, Children's Services, Community Services, Environment, and Health. An Overview and Scrutiny Committee scrutinises corporate matters and co-ordinates the work of these Committees.

The purpose of the Committees is to ensure the accountability and transparency of the Council's decision making process.

The principal roles of Scrutiny Committees are to

- Help in developing Council policy
- Probe, investigate, test the options and ask the difficult questions before and after decisions are taken
- Look in more detail at areas of concern which may have been raised by the Cabinet itself, by other Councillors or by members of the public
- "call in" decisions - this is a statutory power which gives Scrutiny Committees the right to place a decision on hold pending further scrutiny.
- Review performance of the Council
- Conduct Best Value reviews
- Undertake external scrutiny work engaging partners and the public

Formal meetings of the Committees are held in public and information on your rights to attend meetings and access to information are set out overleaf

PUBLIC INFORMATION

Public Involvement at Scrutiny Committee Meetings

You can contact Councillors and Officers at any time about Scrutiny Committee matters and issues which you would like the Scrutiny Committees to investigate.

There are also two other ways in which you can directly contribute at Herefordshire Council's Scrutiny Committee meetings.

1. Identifying Areas for Scrutiny

At the meeting the Chairman will ask the members of the public present if they have any issues which they would like the Scrutiny Committee to investigate, however, there will be no discussion of the issue at the time when the matter is raised. Councillors will research the issue and consider whether it should form part of the Committee's work programme when compared with other competing priorities.

Please note that the Committees can only scrutinise items which fall within their specific remit (see below). If a matter is raised which falls within the remit of another Scrutiny Committee then it will be noted and passed on to the relevant Chairman for their consideration.

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You can submit a question for consideration at a Scrutiny Committee meeting so long as the question you are asking is directly related to an item listed on the agenda. If you have a question you would like to ask then please submit it **no later than two working days before the meeting** to the Committee Officer. This will help to ensure that an answer can be provided at the meeting. Contact details for the Committee Officer can be found on the front page of this agenda.

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(Please note that the Scrutiny Committees are not able to discuss questions relating to personal or confidential issues.)

Remits of Herefordshire Council's Scrutiny Committees

Adult Social Care and Strategic Housing

Statutory functions for adult social services and Strategic Housing.

Children's Services

Provision of services relating to the well-being of children including education, health and social care, and youth services.

Community Services Scrutiny Committee

Cultural Services, Community Safety (including Crime and Disorder), Economic Development and Youth Services.

Health

Scrutiny of the planning, provision and operation of health services affecting the area.

Environment

*Environmental Issues
Highways and Transportation*

Overview and Scrutiny Committee

*Corporate Strategy and Finance
Resources
Corporate and Customer Services
Human Resources*

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- Inspect background papers used in the preparation of public reports for a period of up to four years from the date of the meeting. (A list of the background papers to a report is given at the end of each report). A background paper is a document on which the officer has relied in writing the report and which otherwise is not available to the public.
- Access to a public Register stating the names, addresses and wards of all Councillors with details of the membership of Cabinet and of all Committees and Sub-Committees.
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HEREFORDSHIRE COUNCIL

BROCKINGTON, 35 HAFOD ROAD, HEREFORD.

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MEETING:	CHILDREN'S SERVICES SCRUTINY COMMITTEE
DATE:	22 OCTOBER 2010
TITLE OF REPORT:	SUSTAINABLE SCHOOL PROVISION FOR THE 21ST CENTURY -
PORTFOLIO AREA:	CHILDREN & YOUNG PEOPLE'S DIRECTORATE

CLASSIFICATION: Open

Wards Affected

County-wide

Purpose

To receive an update on progress.

Recommendation

THAT the Committee notes progress.

Key Points Summary

- Responses have been received from some school clusters.
- The responses contain a range of thoughtful, positive approaches and many explore opportunities for collaboration across schools. No responses set out detailed alternatives for school organisation in terms of numbers and sizes of schools.
- The responses together with any forthcoming from the remaining schools clusters, will be used to inform the development of educational provision in the county within the context of the overall development of localities that is being led by Herefordshire Public Services, and taking account of recent and expected changes to national policy made by the coalition government

Alternative Options

1. None are presented as this is an information item for Children's Scrutiny Committee

Reasons for Recommendations

2. To keep Children's Services Scrutiny Committee informed of progress.

Further information on the subject of this report is available from
David Sanders, Interim Director of Children's Services (01432) 260039

Introduction and Background

3. Herefordshire has faced a decline in overall pupil numbers for a number of years. The immediate effect of this has varied between schools. Some schools remain full and parental preferences result in appeals to get into these schools. For other schools they have faced declining pupil numbers and there are significant numbers of surplus places. Herefordshire schools have put in place a range of initiatives at an individual school basis and in collaboration with other schools and the local authority to address the challenges that result. Many have been successful and are of benefit to the children and young people of Herefordshire. However, the situation has affected the quality of education, breadth of opportunity, finances and resources available, school staff including the pressures of the job, training and development opportunities, local authority services and funding, and transport.
4. The Herefordshire Schools Task Group established to consider the future of educational provision in Herefordshire undertook extensive work to engage with all schools and communities, and develop a set of criteria to underpin the future of education and learning provision in the county, providing a framework within which decisions will be made. These were approved by Cabinet in November 2009.
5. Four key areas were agreed by Cabinet to develop education and learning provision in Herefordshire. In summary these were:
 - Cluster working, promoting cooperation, collective planning and working together to address local challenges
 - School leadership, reviewing different methods as opportunities arise, succession planning and looking for solutions across clusters
 - Sustainable schools, thresholds for sustainability, small schools by design
 - Finance, including the exploring approaches to pool resources, capital projects and school developments
6. Cabinet requested further work be undertaken to establish a more detailed analysis of small schools by design including sustainable schools criteria and thresholds. A Small Schools Working Group was established from the Herefordshire Schools Task Group to consider these issues and contained representation from primary and secondary head teachers as well as the Diocese of Hereford. A discussion document was subsequently produced and has been circulated to all schools.

Key Considerations

7. In agreeing the recommendations in November, Cabinet invited every Herefordshire school cluster to consider sustainable education for the 21st Century and to report back to cabinet with ideas and proposals for achieving this. School clusters were asked to submit their reports by 30 September 2010.
8. At the time of writing this report, submissions have been received from 6 school clusters and one special school. Although no submission has been received from some clusters, officers are aware of, and are working with, other clusters and individual schools and it is therefore not appropriate at this stage to seek the views of the Scrutiny Committee on such a partial picture.
9. The local authority held a cluster conference on the 28th June titled "Sustainable School Provision for the 21st Century" to share the work of clusters, federations and collaborative

arrangements at that point and to develop common themes. An underlying theme, echoed from the Herefordshire Schools Task Group consultations is that the local authority, working with schools and clusters, should provide a strategic lead in the development of educational provision.

10. This will be taken forward by the Director for Children's Services in partnership with schools and on a locality basis, with a clear focus on the entitlement of every child and young person in Herefordshire to high quality education. Organisational issues involving faith, and the emerging picture regarding Academies and federations will also be taken into account, as will the impact on educational provision in Herefordshire of changes in national educational policy

Community Impact

11. Schools play an important part in the communities within Herefordshire. Any consideration of future provision will need to be carried out transparently and sensitively. It is important to recognise that collaborative cluster arrangements of schools do not necessarily match geographic localities and community identities. Through considering schools within their location as well as within their clusters and networks any long term planning can sensitively take these issues into account.

Financial Implications

12. The financial viability of some schools in Herefordshire is an increasing and pressing problem, not simply for the schools in budget terms but in terms of the quality of education and experience for pupils, the pressures on staff, and also in terms of the effects on other schools and Local Authority services and expenditure. Efficient school organisation enables resources to be spent more effectively for the benefit of the pupils in Herefordshire.

Legal Implications

13. There are no immediate legal implications contained in this proposal.

Risk Management

14. There are no issues of risk attached to this paper. There are risks to the effective educational provision available to pupils in Herefordshire now and in the future. These are being addressed immediately by schools in work with the local authority and their partner schools, and in the longer term will be addressed through a strategic planning approach based around the locality developments led by Herefordshire Public Services.

Consultees

15. All schools in Herefordshire were encouraged to take part in cluster developments and considerations.

Appendices

- None

Background Papers

- None

MEETING:	CHILDREN'S SERVICES SCRUTINY COMMITTEE
DATE:	22 OCTOBER 2010
TITLE OF REPORT:	PERFORMANCE DIGEST – QUARTER 1 2010-2011
PORTFOLIO AREA:	CHILDREN'S SERVICES AND ICT, EDUCATION AND ACHIEVEMENT

CLASSIFICATION: Open

Wards Affected

County-wide

Purpose

To present the Performance Digest for Children's Services for Quarter 1 of 2010-2011 and to highlight key performance issues.

Recommendation

THAT Scrutiny Committee assesses and considers the levels of performance achieved in Quarter 1 of 2010-2011 and considers if further reports and/or action are judged to be necessary.

Key Points Summary

- The percentage of initial assessments completed within 7 working days has continued to improve although the unannounced OfSTED inspection in June 2010 and further audit work highlighted that some initial assessments were being closed down and moved to core assessments prematurely. This is being addressed through robust management action and has been recognised in verbal feedback from the recent in depth OfSTED inspection. Outcomes for children in care continue to show good performance, in relation to placement stability and timeliness of reviews. This is ahead of statistical neighbour and England outturns and recognised both nationally and regionally. The number of children subject to a child protection plan has continued to rise and as at 30 June 2010, stood at 175.
- Unvalidated examination results show that, compared to our national and statistical neighbours, overall Herefordshire continues to perform well, assuming other authorities' performance stays broadly in line with previous years; however, there are some areas that require specific improvement. The percentage of pupils achieving Level 4+ at Key Stage 2 in both English and Maths increased slightly to 71.4% from 70.8% in 2009. Two levels progression in English between Key Stages 1 and 2 decreased, but improved for Maths. The percentage of pupils achieving 5 or more GCSEs at A*-C including English and Maths increased to 54.9% from 52.2% in 2009. The achievement of 2 or more GCSEs A*-C in Science continues to improve, 70.3% in 2010 compared with 68% in 2009.

Further information on the subject of this report is available from Hilary Hall, Head of Quality and Improvement on (01432) 260801

Alternative Options

- 1 There are no Alternative Options.

Reasons for Recommendations

- 2 To ensure that progress against the indicators, for which the Children and Young People's Directorate is responsible, is understood and to ensure that the reasons for actual or potential under-performance are understood and recommendations made for remedial action.

Introduction and Background

- 3 The Performance Digest is produced quarterly and is the mechanism for monitoring key performance indicators, covering service delivery captured in the Local Area Agreement, the Children and Young People's Directorate and the Children and Young People's Plan.

Key Considerations

- 4 The Performance Digest has been circulated as a separate document with the agenda and is Appendix 1 to this report. Key areas in each of the Every Child Matters outcome areas, to which the Committee's attention should be drawn, are set out below:

Be Healthy

A significant number of the indicators in this outcome area are subject to annual reporting in March 2011. In addition, many of the indicators rely on data from the bi-annual Every Child Matters survey. The next survey is due to be undertaken in March 2011 with the results anticipated to be available in September 2011. Furthermore, data for some national indicators was collected via the annual TellUs Survey. This survey has, however, been discontinued by the new government and it is un-clear how, and in what form, these indicators will continue.

In relation to breast feeding at 6 – 8 weeks from birth, the percentage of babies being breastfed at this time is 48.8% (NI 53a) which is below the target for the year but slightly ahead of the 2009/10 outturn. However, the percentage of babies for whom breastfeeding status is recorded (NI 53b) is 95.8% which is slightly ahead of the target for the year. This is also ahead of the outturn for 2009/10.

There were 30 new re-diagnosed cases of Chlamydia in the resident 15 – 24 year old population and five of these cases are now receiving treatment. Ensuring that young people receive screening for Chlamydia remains a challenge, with the target for the year being set at 6,930 young people to be screened.

178 assessments were undertaken during the first quarter under the common assessment framework (CAF), which means that we are well on track to achieve the target of 500 CAFs for the financial year.

Stay Safe

For the first quarter of 2010/11, there were 261 referrals per 10,000 population aged under 18, which was slightly below the 2009/10 outturn of 273. Overall, Herefordshire's rate of referrals remains fairly constant and there continues to be a focus on early intervention through the co-location of a CAF Worker with the Referral and Assessment Team. However, there was a significant increase in referrals between April and June 2010, as compared to the same period in 2009. The percentage of repeat referrals remains low and well below statistical

neighbours and England averages.

85% of initial assessments were recorded as completed in 7 working days (NI 59) which continues the improvement in performance evidenced during 2009/10. However, the recent un-announced inspection by Ofsted and subsequent audits indicated that some initial assessments were being closed down and moved to core assessments prematurely. This is being addressed through robust management action in the Referral and Assessment Team to ensure that children are seen and initial assessments are completed appropriately and that there is clear management oversight. As a consequence there has been an increase in the number of core assessments completed. 67% of core assessments were completed in 35 working days which is above the outturn for 2009/10 and in line with the target for the year.

All child protection and looked after children (LAC) Reviews were completed in quarter one although in each case two children's reviews were slightly outside of the timescale. There has been a significant increase in the number of children subject to a child protection plan; the figure for the end of June 2010 was 175. There were 180 LAC as at 30 June 2010. The number of LAC remains relatively constant. Performance in relation to the stability of placements for LAC (NI 62 & 63) in terms of the number of moves and length of placement continues to be very strong and is recognised both regionally and nationally.

Enjoy and Achieve

The majority of indicators in this outcome area cannot be reported in quarter one as they relate to the examinations which took place in June 2010. However, unvalidated data in relation to these indicators is attached at Appendix 2 to this report and will also be included in the Quarter 2 digest published in November 2010. The percentage of statements of special educational needs (SEN) completed by the authority remains at 100% which is excellent performance and well ahead of statistical neighbours.

Many schools improved on their record GCSE results of a year ago, particularly in the relatively new benchmark measure of five or more GCSEs at grade A* to C including English and mathematics. A particularly high standard in this measure was achieved by Fairfield High School (71 percent), John Masefield High School (64 percent), St Mary's RC High School (72 percent), Wigmore High School (66 percent), Bishop of Hereford's Bluecoat school (60 percent) and John Kyrle High School and Sixth Form Centre (59 percent). These results are significantly higher than the national average and reflect major improvements. In particular, Fairfield High School raised performance by 11 percent, Whitecross High School in Hereford improved by nine percent, Earl Mortimer College and Sixth Form centre (formerly the Minster College in Leominster) raised performance by 14 percent and the Hereford Academy which improved by 16 percent.

All high schools in Herefordshire performed either at or above the previous national average for students achieving five or more GCSE grades at A*-C, and some schools made significant increases on last year's record high results. Top performers in this measure were Fairfield High School (92 percent), Wigmore High School (95 percent), St Mary's RC High School (87 percent), Earl Mortimer College and Sixth Form Centre (88 percent) and Queen Elizabeth High School (98 percent).

Make a Positive Contribution

For the rolling year to 30 June 2010, 93% of LAC participated in all of their reviews. Encouraging participation of children and young people in their reviews remains a high priority with specific training being run for young people to enable them to chair their own reviews. Data for the youth offending indicators which make up a large proportion of the indicators in this outcome area will not be available until September 2010.

Achieve Economic Wellbeing

All of the indicators in this outcome area are subject to annual reporting and rely on the 2010 examinations to a large extent. However, Herefordshire's performance in relation to the achievement of level two and level three qualifications continues to improve compared with statistical neighbours.

Community Impact

5 None.

Financial Implications

6 Remedial action in respect of the directorate's performance may require reallocation of resources within existing budgets. This is being addressed by the Directorate Leadership Team.

Legal Implications

7 None.

Risk Management

8 The risks to achievement of the indicators, for which the directorate is responsible, are identified by officers as part of the service planning process. Any significant risks are escalated to the directorate risk register, and corporate risk register, as appropriate. Day to day management of risk is undertaken by responsible officers, in conjunction with their Assistant Directors. There is a particular focus on the management of risks associated with the achievement of the Local Area Agreement indicators.

Consultees

9 None.

Appendices

10 Appendix 1: Performance Digest (circulated with the agenda as a separate document)

11 Appendix 2: Unvalidated 2010 examination results

Background Papers

- None identified.

Appendix 2 – Unvalidated 2010 examination results

Early Years Foundation Stage (unvalidated results)

Percentage of pupils achieving...	2010 unvalidated	2009 final
At least 78 points across the EYFS with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy	44.6%	46.2%
Narrowing the gap between the lowest 20% in the EYFS and the rest	33.2%	33%

Key Stage 2 (unvalidated results)

Percentage of pupils achieving...	2010 unvalidated	2009 final
English Level 4+	79.2%	80.8%
Reading Level 4+	82.7%	86.3%
Writing Level 4+	68.1%	67.1%
Maths Level 4+	77.9%	77.4%
English and Maths Level 4+	71.4%	70.8%
Progression 2 levels in English KS1 – KS2	86.4%	87.4%
Progression 2 levels in Maths KS1 – KS2	80.2%	78.9%

Key Stage 4 (unvalidated results)

Percentage of pupils achieving...	2010 unvalidated	2009 final
5 or more A*-C GCSEs including English and Maths	54.9%	52.2%
5 or more A*-C GCSEs	79.8%	74%
2 or more A*-C in Science	70.3%	68%
5 or more A*-G GCSEs	93.7%	95.1%

Further information on the subject of this report is available from
Hilary Hall, Head of Quality and Improvement on (01432) 260801

Appendix 2 – Unvalidated 2010 examination results

Early Years Foundation Stage (unvalidated results)

Percentage of pupils achieving...	2010 unvalidated	2009 final
At least 78 points across the EYFS with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy	44.6%	46.2%
Narrowing the gap between the lowest 20% in the EYFS and the rest	33.2%	33%

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Percentage of pupils achieving...	2010 unvalidated	2009 final
English Level 4+	79.2%	80.8%
Reading Level 4+	82.7%	86.3%
Writing Level 4+	68.1%	67.1%
Maths Level 4+	77.9%	77.4%
English and Maths Level 4+	71.4%	70.8%
Progression 2 levels in English KS1 – KS2	86.4%	87.4%
Progression 2 levels in Maths KS1 – KS2	80.2%	78.9%

Key Stage 4 (unvalidated results)

Percentage of pupils achieving...	2010 unvalidated	2009 final
5 or more A*-C GCSEs including English and Maths	54.9%	52.2%
5 or more A*-C GCSEs	79.8%	74%
2 or more A*-C in Science	70.3%	68%
5 or more A*-G GCSEs	93.7%	95.1%

MEETING:	CHILDREN'S SERVICES SCRUTINY COMMITTEE
DATE:	22 OCTOBER 2010
TITLE OF REPORT:	STANDARDS IN THE EARLY YEARS FOUNDATION STAGE
OFFICER:	HEAD OF IMPROVEMENT AND EARLY YEARS IMPROVEMENT ADVISER

CLASSIFICATION: Open

Purpose

To provide the Scrutiny Committee with an overview of the standards in the Early Years Foundation Stage (EYFS) in Herefordshire in 2010.

Recommendation

THAT the Committee notes the content of this standards report and reflects on the actions to improve standards in the Early Years Foundation Stage

Key Points Summary

- The Early Years Foundation Stage is a framework for education and care for children from birth to the end of the reception year in primary schools. It is the first phase of education for children and must be delivered by schools, private, voluntary and independent settings, and those involved in home-based childcare.
- Teacher assessments are carried out at the end of the Early Years Foundation Stage to provide a profile of each child which is then used to plan appropriate provision for the cohort as they move through the school.
- In Herefordshire 96.3% of 3-5 year olds attend pre-school education. The quality of Herefordshire EYFS provision has improved in 2010.
- 100% of network childminders are judged as outstanding by Ofsted.
- 83% of private, voluntary and independent settings are judged by Ofsted to provide good/outstanding provision. There are no inadequate early years settings in Herefordshire.
- 75% of the early years provision in primary schools is judged as good/outstanding. There is no inadequate early years provision in Primary Schools in Herefordshire.
- The Effective Provision of Pre-School Education (EPPE) project was the first major European longitudinal study of a national sample of young children's development (intellectual and

Further information on the subject of this report is available from
Steve Rogers, Head of Improvement on (01432) 261772

social/behavioural) between the ages of three and seven years. The EPPE research has shown that children who attend high quality preschool education will achieve higher standards in school.

- In Summer 2010, 44.6% of children in Herefordshire were reported by schools as having attained a 'good level of development' by the end of the foundation stage. This was 46% in 2009. The DFE target for Herefordshire was 53%. Investigations have shown that 2010 early years profile data does not reflect the quality of early years provision in Herefordshire.
- Quality assurance of the early years data highlighted misunderstandings in some schools and settings and confusion about what constitutes a 'good level of development' in early years. Analysis of the early years data for a number of schools has revealed a pattern of low data that is currently being investigated. In July 2010, 40% primary schools reported errors in the data submitted to the Local Authority. Further investigation highlighted that the systems for submission of the early years data were inadequate.

Alternative Options

- 1 No alternative options presented

Reasons for Recommendations

- 2 The report is presented as an overview of current standards and future actions for comment

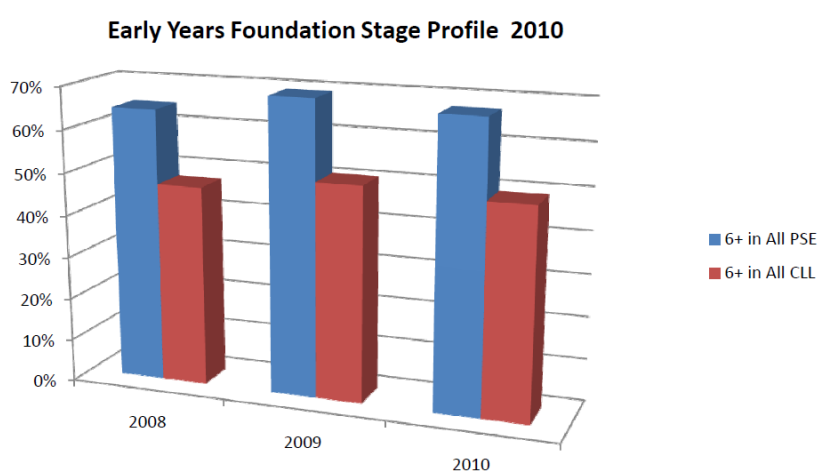
Introduction and Background

- 3 The first statutory assessment of children's progress comes at the end of the Reception year at school when children are 5 years old. It is measured and reported under the Early Years Foundation Stage profile.
- 4 The Local Authority uses the information from teacher assessment and Ofsted inspections of the Early Years Foundation Stage to inform planning and to measure effectiveness. A key role is to pinpoint where additional support is needed using the Early years Quality Improvement Programme and to identify the good practice to be shared.
- 5 The Department for Education has set ambitious targets for all those working in the Early Years Foundation Stage in Herefordshire (National Indicator 92 and 72). The Early Years Outcomes Duty sets out the annual targets, and a plan of how the Local Authority will raise standards and narrow the gap for vulnerable children under five.
- 6 Teacher assessments are subject to the statutory moderation process, administered locally and supported by the Qualifications and Curriculum Development Agency (QCDA). This moderation process helps to achieve consistency in the judgements made by teachers in different schools. In 2009/10 a Regional Advisor from QCDA has provided additional monitoring and support in Herefordshire to implement a new, more robust moderation process in Herefordshire schools in 2009/10. The moderation plan is evaluated locally and monitored annually by the QCDA.
- 7 A new moderation manager and a moderation team were appointed in January 2010. Two members of the team gained accreditation with the Qualifications and Curriculum Authority and trained the team to implement a new more robust moderation process which was put in place for the Summer Term. The Early Years Consultants are all trained in early years data collection and analysis.
- 8 High quality preschool provision will impact on standards in the Early Years Foundation Stage,

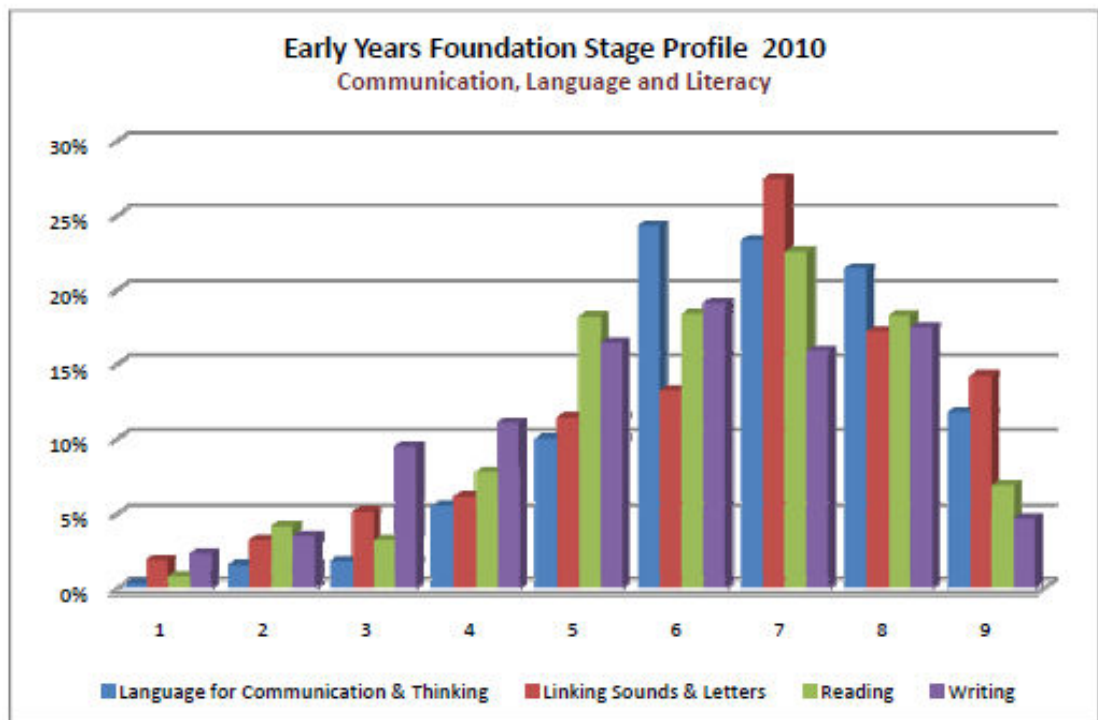
Key Stage 1 and Key Stage 2. In Herefordshire, 83% of private, voluntary and independent early years settings are judged by Ofsted to deliver good/outstanding provision. The quality of provision and practice in early years education in Herefordshire has improved since September 2008 and the county has a national reputation for delivering high quality services. (e.g. Open University, Bercow Report, Sightlines, The National Strategies, Aspect Conference)

Key Considerations

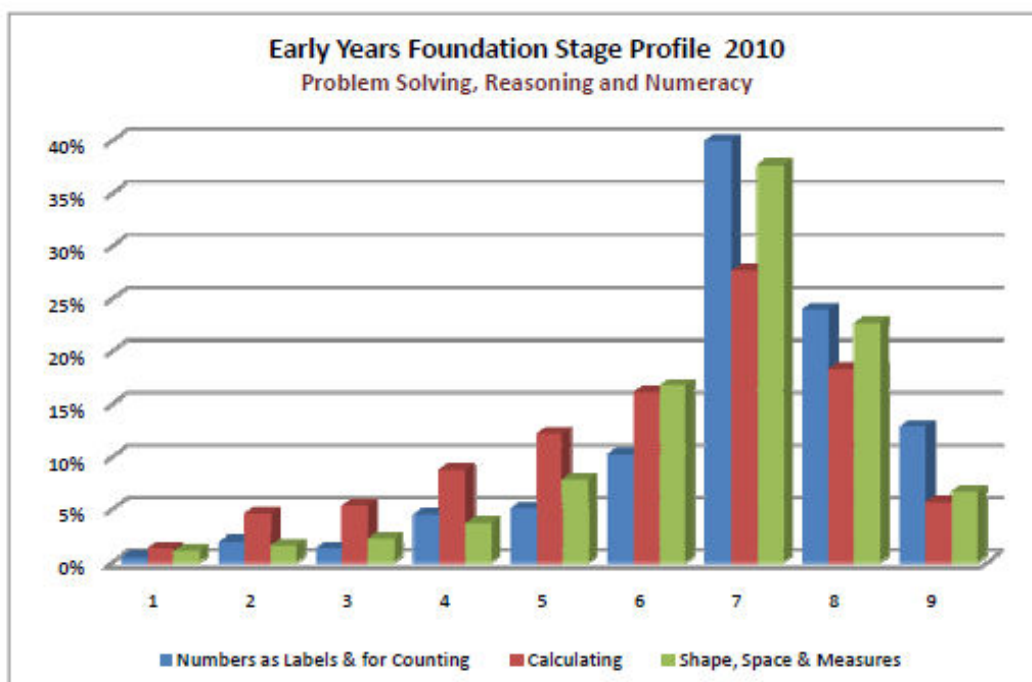
- 9 In 2010 44.6% of children in the Early Years Foundation Stage attained a 'good level of development'. (A total of at least 78 points across all 13 scales of the profile with 6+ in all Communication, Language and Literacy Development (CLLD) and Personal, Social and Emotional Development (PSED) scales) This is a decrease of 1.4% from 2009 data and 8.4% below the 2010 target.
- 10 In 2010 the unvalidated data indicates that the gap between the lowest 20% of children and the median is 33.4% and this remains the same as in 2009.
- 11 Analysis of the data indicates some anomalies which indicate that it is not accurate. The attainment in PSED and CLLD would be expected to correlate and be of approximately the same value. If a child is emotionally/socially literate they would have equivalent skills in communication, language and literacy. Herefordshire data does not show this correlation and this highlights the need to improve the accuracy of judgements.



- 12 Further analysis of CLLD data indicates that writing is an area for further development in early years. A correlation would be expected between writing and physical development as the two processes are closely linked in young children. Children in Herefordshire have very good opportunities to develop physically but clearly, further work is needed to adapt these physical skills, encourage boys to develop their fine motor skills and write.



- 13 The chart shows the percentage of children assessed as attaining each profile point across the four CLLD scales. Point 1 being the lowest attainment, and point 9 the highest (for a gifted and talented child). Point 6 is the considered to be a good level of attainment.
- 14 Problem solving, reasoning and numeracy in early years provides the foundations for learning mathematics skills. The 2010 data shows that further work is needed to develop calculation skills. Some work has already been carried out by the EY team with reception and year 1 teachers in July 2010 to launch 'Numbers and Patterns' and provide schools with 'Numicon' resources to support teaching and learning. The impact should be shown in next years data.



- 15 A more detailed summary of the 2010 data for each school is available as a background paper.
16. The percentage of children in Herefordshire schools attaining a 'good' standard in early years varies from 0% (Broadlands and Dilwyn Primary Schools) to 100% (Llangrove Primary School).
- 17 The data suggests that despite the provision in early years being judged by Ofsted as being outstanding, less than 30% of children attain a 'good level of development' in early years in some rural schools (Ashperton, Shobdon and Stoke Prior)
- 18 The following schools have improved standards in early years: Marlbrook Primary, Lord Scudamore, Kingstone and Thruxton, Marden , Michaelchurch Escley, Whitbourne, Bridstow, St Paul's, Wellington, Eardisley, Little Dewchurch, Holmer and Eastnor.
- 19 In view of the 2010 data the priorities for 2010/11 early years quality improvement team have been identified as:
 - a. Introduction of new systems for the collection, analysis and submission of the early years foundation stage profile data in 2010. The new system is known as E-Profile and is used by most other Local Authorities.
 - b. Introduction of a training programme for Head Teachers, School Improvement Partners, Local Authority Advisors and Consultants to ensure consistent advice is given, and the profile data is used effectively to analyse and present standards in early years.
 - c. Ongoing support and challenge to ensure EYFS/Year 1 teachers are making accurate judgements, collecting information, using and applying the data to inform their provision and practice.
 - d. Extension of the pilot programme to track progress of children attending pre-school settings so that accurate information on children's learning and development is provided on entry into school.
 - e. Support for strengthened quality improvement arrangements in children's centres ensuring early identification and intervention for vulnerable groups.
 - f. Strengthening engagement of parents in children's early learning and development. A particular focus on the development of children's speech and language through the 'Every Child a Talker' DFE funded project in preschools and the Communication, language and literacy DFE funded programme in schools.
 - g. Improving the accuracy of observations and assessments in early years. Introduction of E-Profile, a new EYFS data collection and analysis tool, with associated training for Heads, Teachers and LA Advisory Teams.
 - h. Reorganisation of the Early Years team to raise standards and ensure early identification of vulnerable groups. The team will need to be flexible in order to meet changing needs in line with new guidance and funding arrangements from the DFE.

Community Impact

- 20 The profile data collected at the end of the reception stage is used to show impact of pre-school provision including children's centres. Accurate data is needed to evaluate progress and inform planning of services for under fives.
- 21 The profile data is used in schools by Heads, Assessment leads and Key Stage 1 teachers to plan future provision for the cohort of children as they move through the school. Accurate data is needed to identify pupils vulnerable to underachievement, pupils who need further

challenge and to identify gaps in existing provision and resources.

- 22 The profile data provides parents, practitioners, teachers and specialist services about the strengths and challenges for each child. It provides valuable information about the way the child learns and when early intervention may be needed. The profile data cannot be used as a baseline for future value added calculations and has never been intended for that purpose. It is not a linear measurement consistent with SATS type assessments and there is a need for all concerned to recognise this.
- 23 Effective early intervention can prevent speech and language difficulties, disaffection, mental health issues, obesity, challenging behaviours and low standards in later years. Accurate information and intervention in the early years will provide long term benefits to the child, the family and community.

Financial Implications

- 24 The E-Profile is a free online assessment tool created by Suffolk County Council and supported by the QCDA. There would be no cost to the school or the Local Authority to download and use the assessment tool.
- 25 The costs of the training programme will be covered by current training budgets from Sure Start Grant/Standards Fund until March 2011. Following initial support and training over six months, it is anticipated that the training costs would reduce as schools become more familiar with using the tool.
- 26 Training and support would be delivered by the existing team of Early Years Consultants.

Legal Implications

- 27 The proposals will ensure that the Local Authority and Heads are able to meet the legal requirements for EYFS assessment and reporting.

Risk Management

- 28 The actions identified for 2010/11 are not implemented the EYFS data is likely to continue to be inaccurate and this will impact on key stage 1 data and effective transitions.
- 29 Schools and Year 1 teachers are currently planning their provision for each cohort based on inaccurate data. This needs to be addressed if the LA is to raise standards in KS1 and KS2.

Consultees

- 30 This report incorporates the findings of the Early Years School Improvement Team following consultation with Primary Heads, Year 1, EYFS teachers and leaders and managers in private, voluntary and independent settings.

Appendices

None

Background Papers

Early Years Quality Improvement Programme

Herefordshire EYFSP Moderation Plan

Summary of EYFSP Data 2010.

MEETING:	CHILDREN'S SERVICES SCRUTINY COMMITTEE
DATE:	22 OCTOBER 2010
TITLE OF REPORT:	STANDARDS IN THE PRIMARY PHASE.
OFFICER:	HEAD OF IMPROVEMENT AND PRIMARY TEAM LEADER

CLASSIFICATION: Open

Purpose

To provide the Scrutiny Committee with an overview of the standards in the Primary phase in Herefordshire in 2010.

Recommendation

THAT the Scrutiny Committee notes the content of this standards report and reflects on the actions to improve standards in the Primary Phase.

Key Points Summary

- Herefordshire has all through primary schools, with the exception of one infant and one junior school that are adjacent to one another. 55% of our schools have mixed age classes, with approximately a fifth of these having Y2/Y3 age groups.
- The vast majority of our schools are using 'Assessing Pupil Progress' materials to support teacher assessment and as such are involved in regular, termly in-house moderation activities. This means that usually within a school all staff are involved in the moderation process and that pupil levels are agreed across the school.
- Of all the pupils work externally moderated for reading, all were judged to be accurate. However, 8.5% of pupils work in writing was amended (with four being moved up one sub level and three moved down a sub level.) This was also the case for pupils work in mathematics.
- As in previous years, the moderation process in 2010 ran very smoothly. This is down to the experience and professionalism of the moderation team, made up of Headteachers, school practitioners and local authority officers. Schools have reported that they feel fully supported throughout the process.
- Target setting for key stage 1 has been introduced alongside statutory key stage 2 target setting and this will continue in 2010/11. Target setting meetings with school leaders are led by the School Improvement Partners.
- The following schools boycotted the KS 2 SAT assessments in 2010 - Lord Scudamore, Kings Caple, Sutton, Peterchurch, Bridstow, Lea , the Steiner Academy and Weston-under-Penyard. Nationally 25% of primary schools boycotted the Key Stage 2 tests and this was a much lower percentage in Herefordshire.

Further information on the subject of this report is available from
Steve Rogers, Head of Improvement on (01432) 261772

- Due to falling rolls and the financial pressure this is placing on some schools, heads have had to consider carefully the organisation of classes at their schools. Some have reduced the number of classes and others have merged year groups, either on a full time or on a part time basis.
- Also due to the financial implications of falling roles the total hours of teaching assistants time has been reduced in some schools.
- Key stage one results continues to be a concern. Although there have been welcomed improvements in writing and some improvements in children achieving level 2B+ in reading and level 2C+ in maths, results are still not matching national averages.

Alternative Options

- 1 No alternative options presented

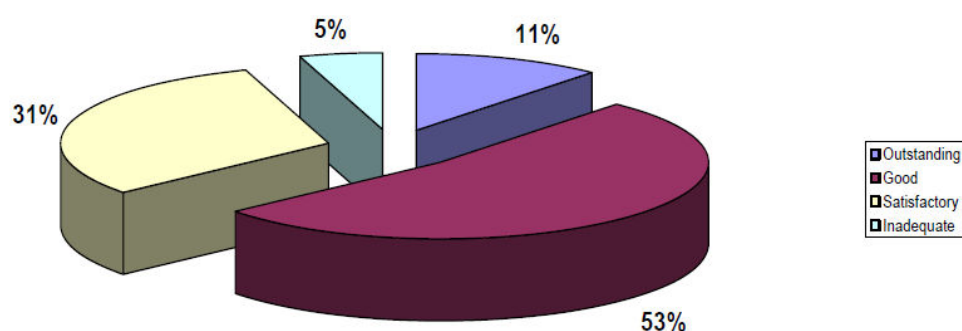
Reasons for Recommendations

- 2 The report is presented as an overview of current standards and future actions for comment

Introduction and Background

- 3 The first statutory assessment of children's progress comes at the end of the Reception year at school when children are 5 years old. It is measured and reported under the Early Years Foundation Stage profile. This is followed at age 7 by statutory Key Stage 1 assessment, measured through moderated teacher assessment and informed by the results of national tests.
- 4 National tests are undertaken at the end of key stage 2 in the summer term. Results are collected nationally and made available for schools and local authorities.
- 5 The Local Authority uses the information from both national tests/examinations, Ofsted inspections of schools and Local Authority performance monitoring to inform planning and to measure school effectiveness. A key role is to pinpoint where additional support is needed, and to identify the good practice to be shared.
- 6 The Herefordshire School Improvement Policy was agreed in the summer term 2010 and has been implemented since 1 September 2010.
- 7 The CYPD School Improvement Service – Improvement and Inclusion division plan was agreed in the Summer Term and is currently being implemented.
- 8 Two thirds of all of our schools (67%) have a current Ofsted rating of good or outstanding.
- 9 64% of our primary schools have a current Ofsted rating of good or outstanding.
- 10 57% of all schools inspected during this academic year were rated as good or outstanding. This compares to 67% in the 2008 – 2009 academic year.
- 11 78% of all schools inspected during this academic year stayed at the same rating, or improved on their previous rating. This compares to 85% in the 2008 – 2009 academic year.

Current Ofsted Ratings for All Primary Schools



Key Considerations

12 Key stage 1

- **Reading** results for 2010 show that the percentage of children who achieved level 2C + has remained similar to the 2009 data at 82.7% (table A). However, the national average has risen by one percentage point to 85%. This means that Herefordshire is around two points below national results.
- Herefordshire's percentage of pupils achieving level 2B+ has risen by one percent and has closed the gap between the Herefordshire and national average, a gap of only two percent.
- When reading results are analysed according to gender it is the boys who are underachieving, at both 2C+ and 2B+.(Table B)
- **Writing** results show an improvement from 2009 but are still below national averages (approximately 4% behind for level 2C+ and 2% for level 2B+). The percentage of pupils achieving level 1 in writing is still too high in Herefordshire.
- As in reading boys are not achieving as well as girls in writing and this is particularly the case for pupils achieving Level 2B+ with a gender gap at this level of nearly 19 % (Table B).
- **Mathematics** shows a mixed picture with improvements in the number of pupils who achieved level 2C+ which is now only 0.5 % behind national, but a decline in the number of pupils achieving level 2B+.
- Again boys are not doing as well as girls but in mathematics the difference between the two is 3%, far less than the difference in reading and writing.

Table A: KS 1 results for Levels 2C+ and 2B+ achievement in reading, writing and mathematics.

	Attainment 2008	Attainment 2009	Attainment 2010
Reading Level 2C+	84.8% (84%)	82.4% (84%)	82.7% (85%)
Writing Level 2C+	78.6% (80%)	76.8% (81%)	77.3% (81%)
Maths Level 2C+	89.3% (90%)	87.5% (89%)	88.5% (89%)
Reading Level 2B+	69.8% (71%)	68.9% (72%)	70.2% (72%)
Writing Level 2B+	53.6% (58%)	52.9% (60%)	53.8% (60%)
Maths 2B+	70.8% (74%)	71.8% (74%)	70.1% (73%)
Child percentage equivalent	0.06%		

National figures in brackets

Further information on the subject of this report is available from
Steve Rogers, Head of Improvement on (01432) 261772

Table B: KS 1 results for Levels 2C+ and 2B+ achievement in reading, writing and mathematics showing the achievement of boys and girls.

	Boys Attainment 2010	Girls Attainment 2010	Difference between Boys and Girls
Reading Level 2C+	78.1%	87.4%	9.3% (8%)
Writing Level 2C+	70.8%	84%	13.2% (12%)
Maths Level 2C+	87%	90%	3% (3%)
Reading Level 2B+	68.3%	76.6%	8.3%
Writing Level 2B+	44.5%	63.3%	18.8%
Maths 2B+	68.6%	71.7%	3.1%
Child percentage equivalent	0.12	0.12	

National figures in brackets

Further information on the subject of this report is available from
Steve Rogers, Head of Improvement on (01432) 261772

- 12 Table C shows that performance at level 3 has dropped since last year in reading and maths, the largest decline being in mathematics (over 2%). Achievement in writing at level 3 has improved slightly but is still 3% behind national.

Table C: KS 1 results for Level 3 achievement in reading, writing and mathematics.

	Attainment 2008	Attainment 2009	Attainment 2010
Reading Level 3	24.1% (25%)	25.3% (26%)	24.4% (26%)
Writing Level 3	8.3% (12.0%)	8.5% (12.0%)	9% (12%)
Maths Level 3	17.6% (21%)	18.2% (21%)	15.8% (20%)
Child percentage equivalent	0.06%		

National figures in brackets

- 13 In view of the 2010 data the priorities for 2010/11 at key stage 1 for the School Improvement team have been identified as:
- Improving all subjects at key stage 1 with a particular emphasis on improving the performance of boys especially in reading and writing. Intervention programmes such as ECAW, ECAR, ECC and Numicon will help in addressing this. As will the early years CLLD phonics focus.
 - Improving the quality of leadership in schools to ensure that all pupils make the required progress and achieve well. Tightening up of SIP visits at school will ensure that leadership receives the rigour of effective challenge and support.
 - Improving the quality of governance to ensure that the leaders in schools are challenged and supported to drive improvements in standards. The setting up of a larger governor service will ensure that the delivery of key training will develop governor skills to focus on school improvement issues.
 - Improving the transition between Early Years Foundation Stage and the start of the National Curriculum at key stage 1. School Improvement Advisers and SIPs will work closely with schools to ensure that Headteachers ensure an effective transition between early years and the first year of the National Curriculum.

Further information on the subject of this report is available from
Steve Rogers, Head of Improvement on (01432) 261772

- When analysing this year's key stage 2 results it is important to recognise that as some schools did not administer tests this year the national results may be over stated by one percentage point.
- It is also important to note that these results are only based on the 73 schools that carried out the assessments. Eight Herefordshire schools (including the Steiner Academy) boycotted the national key stage 2 tests in 2010.

Table D: Key stage 2 results – three year trends.

	Attainment 2008	Attainment 2009	Attainment 2010
Level 4+ including English and Maths	72.2% (72%)	70.8% (72%)	71.4% (74%)
Level 5 including English and Maths		19.2% (20%)	19.5% (23%)
English Level 4+	81.2% (80%)	80.8% (80%)	79.2% (81%)
Maths Level 4+	77.3% (78%)	77.4% (79%)	77.9% (80%)
Science Level 4+	88.8% (88%)	89.5% (88%)	TA only
English Level 5+	30.8% (29%)	29.9% (28%)	31% (33%)
Maths Level 5+	29.2% (31%)	32% (34%)	30.4% (35%)
Science Level 5+	44.8% (43%)	45% (43%)	TA only
Child percentage equivalent	0.06%		

National figures in brackets

Further information on the subject of this report is available from
Steve Rogers, Head of Improvement on (01432) 261772

- Results for **level 4+ in English and maths** (National Indicator 73) have risen by 0.6% from 2009 to 71.4%. However, national results have improved by 2% to 74%. Herefordshire results for this measure falls short of the overall LA target of 79%.
- Five schools had less than 55% of pupils gaining at least level 4 in both English and Maths. (Not including Specials and Steiner)- National Indicator 76. This is an improvement on 10 schools last year, but falls short of the LA target of 2 schools.
- Results for **level 5 English and maths** have improved slightly from 2009 but are still below national average.
- Results for **English at level 4+** have declined whereas national results have improved. However, this year 7 schools had less than 65% of pupils gaining at least level 4, compared to 10 schools last year.
- When analysing the results by gender, boys achieved 73.6% which is down 1.7% from last year's result of 75.3%. Girls achieved 85.5% which is down 1.5% from last year's result of 87.0%. The gender difference is wider than national figures.
- 51% of schools matched or improved their results for pupils achieving level 4+ in English
- Results for **Maths at level 4+** have improved by 0.5% from last year but below the national average of 80.0%. 14 schools had less than 65% of pupils gaining at least level 4, compared to 16 schools last year.
- 14 schools had less than 65% of pupils gaining at least level 4, compared to 16 schools last year.
- When analysing the results by gender, boys achieved 77.9% which almost matches last year's result of 78%. Girls' results also closely match last year's results. Gender differences match national figures.
- 53% of schools matched or improved their results for pupils achieving level 4+ in Mathematics
- Herefordshire results for **English at level 5** are the best for three years but as national results this year improved for level 5 we are still 2% below the national average for this measure.
- This 2% difference is reflected in both the boys and girls results. (Table E).
- 63% of schools had 25% or more pupils achieving level 5 in English with one in five of our schools achieving 50% or better in level 5.
- Herefordshire results for **mathematics at level 5** have dropped from last year and are now over 4% behind the national average.
- Results for both boys and girls are equally behind national gender figures.
- 71% of schools had 25% or more pupils achieving level 5 in Mathematics with one in eight of our schools achieving 50% or better in level 5.

Table E: Key stage 2 results showing the achievement of boys and girls.

	Boys Attainment 2010	Girls Attainment 2010	Difference Attainment 2010
Level 4+ including English and Maths	68.6% (71%)	74.6% (77%)	6% (6%)
Level 5 including English and Maths	18.4% (20%)	20.8% (25%)	2.4% (5%)
English Level 4+	73.6% (76%)	85.5% (85%)	11.9% (9%)
Maths Level 4+	77.9% (80%)	77.8% (80%)	+0.1% (0%)
English Level 5+	24.4% (26%)	38.3% (40%)	13.9% (14%)
Maths Level 5+	33.2% (37%)	27.4% (32%)	+5.8% (+5%)
Child percentage equivalent	0.11%	0.12%	

National figures in brackets

- Two level progress data shows that pupils have made better progress in English than in maths (table F)
- Maths progress data is similar to the 2009 results. However we have missed our target of 87% (N194)
- English progress data has declined significantly since 2009. and this is still below our target.(N193)

Further information on the subject of this report is available from
Steve Rogers, Head of Improvement on (01432) 261772

Table F: two level progress percentages for English and mathematics from Key Stage 1 to Key Stage 2.

	Attainment 2008	Attainment 2009	Attainment 2010
2 levels progress English	90.8%	90.9%	86.4%
2 levels progress Maths	77.7%	80.5%	80.2%

15 In view of the 2010 data the priorities for 2010/11 at key stage 2 for the School Improvement team have been identified as:

- Improving all subjects at key stage 2 with a particular emphasis on improving the progress of all pupils in maths and the performance of the more abled in the subject. Key interventions such as one to one tuition in English and mathematics will ensure that targeted support will be effective in accelerating progress and improving standards, The MAST training for teachers will improve teacher subject knowledge and will build up a team of teachers to support other schools in developing teacher subject knowledge in maths,
- Improving the quality of leadership in schools to ensure that all pupils make the required progress and achieve well. Tightening up of SIP visits at school will ensure that leadership receives the rigour of effective challenge and support.
- Improving the quality of governance to ensure that the leaders in schools are challenged and supported to drive improvements in standards. The setting up of a stronger governor support service will ensure that the delivery of key training will develop governor skills to focus on school improvement issues.
- LA consultants will deliver focussed bespoke training and support for schools in targeting appropriate intervention to help move all pupils who achieve 2C at key stage 1 to level 4 at key stage 4, along with moving all pupils who achieve level 3 to a level 5

Community Impact

16 Improving pupils' achievement in the basic skills of English and maths will improve their life chances and consequently their contributions to the wider community.

Financial Implications

17 The costs of the training programme will be covered by current training budgets already identified.

18 Training and support would be delivered by the existing team School Improvement Partners, School Improvement advisors and consultants.

Further information on the subject of this report is available from
Steve Rogers, Head of Improvement on (01432) 261772

Legal Implications

19 The proposals will ensure that the Local Authority and Heads are able to meet the legal requirements for the primary phase assessment and reporting.

Risk Management

20 No risks identified at this stage.

Consultees

None

Appendices

None

Background Papers

KS 1 Moderation Report.

Herefordshire Council: School Improvement Policy.

Glossary of Terms



MEETING:	CHILDREN'S SERVICES SCRUTINY COMMITTEE
DATE:	22 OCTOBER 2010
TITLE OF REPORT:	COMMITTEE WORK PROGRAMME
REPORT BY:	Democratic Services Officer

CLASSIFICATION: Open

Wards Affected

County-wide.

Purpose

To consider the Committee's work programme.

Recommendation

THAT subject to any comment or issues raised by the Committee the Committee work programme be approved and reported to the Overview and Scrutiny Committee.

Introduction and Background

1. The Overview and Scrutiny Committee is responsible for overseeing, co-ordinating and approving the work programmes of the Committee, and is required to periodically review the scrutiny committees work programmes to ensure that overview and scrutiny is effective, that there is an efficient use of scrutiny resources and that potential duplication of effort by scrutiny members is minimised.
2. The work programme, set out at appendix 1, may be modified by the Chairman following consultation with the Vice-Chairman and the Director in response to changing circumstances.
3. Should any urgent, prominent or high profile issue arise, the Chairman may consider calling an additional meeting to consider that issue.
4. Should Members become aware of any issues they consider may be added to the scrutiny programme they should contact the Democratic Services Officer to log the issue so that it may be taken into consideration when planning future agendas or when revising the work programme.

Further information on the subject of this report is available from
Paul James, Democratic Services Officer, on 01432 260460

Background Papers

- None identified.

**Children's Services Scrutiny Committee - Work Programme - 2009/10
Following the Committee on 1 October 2010**

10 December 2010 at 10.00am	
	<ul style="list-style-type: none"> • Performance Digest. • To consider the draft revised Children and Young Peoples Plan. • Inspection Outcomes and Action Plan – following the Safeguarding Peer Review; the Unannounced and the Announced inspections. • Validated Examination Results – (a detailed report e.g. to cover school by school; girl /boy; looked after children; traveller, etc) • Revenue Budget Monitoring • Mobile ICT Working • Committee Work Programme.
Scrutiny Reviews	--

Member Seminar

Note: All Councillors will be invited to a seminar based on one of the Every Child Matters themes on 7 February 2011 (afternoon)
Possible Theme: Making a positive Contribution

11 March 2011 at 10.00am	
	<ul style="list-style-type: none"> • Issues for scrutiny raised from the seminar on 7 February and other associated key issues e.g. links to NEET (Not in Employment or Training). • Further update on Directorate Reorganisation. • Cabinet Member response to the Pupil Achievement in Swimming at Key Stage 2 review. • Capital Budget Monitoring. • Revenue Budget Monitoring • Performance Digest • Committee Work Programme.
Scrutiny Reviews	--

June/July 2011 at 10.00am	
	<ul style="list-style-type: none"> • Update on KS 2 School Swimming Performance. • Capital Budget Monitoring. • Revenue Budget Monitoring • Performance Digest • Committee Work Programme.
Scrutiny Reviews	--

Possible future items on:

- Progress made since the establishment of the Herefordshire Traveller Achievement Services – further report in 1 year time (see 1 Oct 10)

- Be Healthy' issues (obesity / alcohol / lifestyle/housing/ CAMHS/ psychology service) also consider inviting members from Health Scrutiny. (see minutes June 2010)
- The 14 – 19 Strategy
- Foundation and Academy Schools
- Governance arrangements for the Children's Trust and partnerships.
- Delivery plans to be submitted to Committee for the Children and Young People Plan.

In consultation with the Chairman and Vice-Chairman the Director of Children's Services is working up a programme of open seminars for Members based on defined themes.

Suggested themes or Issues identified by the Director for future agendas

Date	Subject
To be confirmed	Economic Well Being: 14-19 Strategy.
To be confirmed	Positive Contribution: Targeted / Integrated Youth Services
To be confirmed	Enjoy and Achieve: Attendance
	Herefordshire and its comparators